

**THE CORRELATION BETWEEN TOEFL SCORE
AND SPEAKING ABILITY OF EFL STUDENTS
OF ENGLISH EDUCATION STUDY
PROGRAM ACADEMIC YEAR 2012
AT IAIN PALANGKA RAYA**



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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
1438 H / 2017 M**

**THE CORRELATION BETWEEN TOEFL SCORE AND SPEAKING
ABILITY OF EFL STUDENTS OF ENGLISH EDUCATION
STUDY PROGRAM ACADEMIC YEAR 2012 AT
IAIN PALANGKA RAYA**

THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree *Sarjana* in English Language Education



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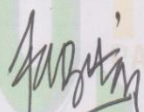
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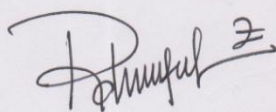
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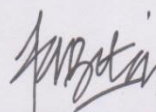
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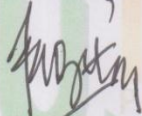
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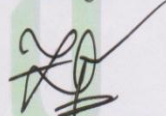
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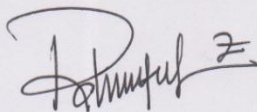
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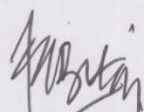
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MOTTO AND DEDICATION

**YOU HAVE TO SEE WHAT
TOMMOROW BRINGS
YOU HAVE TO BE WHAT
TOMMOROW NEEDS**

This thesis is dedicated to:

My beloved Father Mr.Herry Noerwandono and Mother Mrs. Rusmiyati for their eternal love, valuable endless prayer, sacrifice and support. To my beloved Sisters Kiky Destianti and Debbie Tri Herianti for being such a good sisters. Also thanks to the only son in our family M.Jonny Hernando for being such a funny brother who always brings a laugh in our home.

DECLARATION OF AUTHORSHIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Palangka Raya, June 2017

Yours faithfully



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ABSTRACT

Juanitha, Wiwiek. D. 2017. *The Correlation Between TOEFL Score And Speaking Ability of EFL Students Of English Education Study Program Academic Year 2012 In IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Santi Erliana, M.Pd. (II) Zaitun Qamariyah, M.Pd.

Keywords: Correlation, TOEFL, Speaking

There is a major concern among EFL students to pass the English Level Proficiency test such as TOEFL. In the other hand, every EFL student has to be able to speak in school or in the daily life fluently and accurately. This study was aimed at investigating *Is there any correlation between TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya?*

The study was using quantitative approach with correlation study design. Data were collected through a document and Speaking test which analyzed quantitatively. The subjects of study were 16 students of English Education Study Program Academic Year 2012 In IAIN Palangka Raya. The students are all have taken and passed TOEFL test but still not graduated yet. The samples of the study were chosen by using snowball sampling technique.

The results of the study showed that: (1) Students' speaking ability of English Education Study Program Academic Year 2012 In IAIN Palangka Raya was in Intermediate level based on TOEFL proficiency level. (2) The significant values of correlation coefficient (r) was 0,355. Based on the categorization interval of correlation power which is reinforced by Sudijono that 0.20-0.40 indicates there is a low correlation between variable X and variable Y. So, ($r = 0.355$) meant there was low correlation between variable TOEFL Score (X) and variable speaking ability (Y). (3) The significant values of correlation coefficient (r) was 0,355, it meant there was no significant correlation between TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya. There are some factors which influenced this result, there are: limited number of sample, sample is taken based on TOEFL score that already pass, samples had to try more than one test before pass the TOEFL score, the difference test between TOEFL and IELTS.

ABSTRAK

Juanitha, Wiwiek. D. 2017. Hubungan Antara Skor TOEFL dan Kemampuan Berbicara Siswa EFL Program Studi Pendidikan Bahasa Inggris Tahun Ajaran 2012 Di IAIN Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Santi Erliana, M.Pd. (II) Zaitun Qamariyah, M.Pd.

Kata kunci: Korelasi, TOEFL, Speaking

Ada fokus utama diantara mahasiswa jurusan bahasa Inggris untuk lulus dalam mengambil test kemampuan berbahasa seperti TOEFL. Di sisi lain setiap siswa EFL harus dapat berbicara di sekolah atau dalam kehidupan sehari-hari dengan lancar dan akurat. Penelitian ini bertujuan untuk menyelidiki apakah ada korelasi antara nilai TOEFL dan kemampuan berbicara siswa EFL Program Studi Pendidikan Bahasa Inggris Tahun Ajaran 2012 di IAIN Palangka Raya?

Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan studi korelasi. Data dikumpulkan melalui dokumen dan test Speaking yang dianalisis secara kuantitatif. Subyek penelitian adalah 16 orang siswa Program Studi Pendidikan Bahasa Inggris Tahun Ajaran 2012 Di IAIN Palangka Raya Seluruh siswa telah mengambil dan lulus test TOEFL namun masih belum lulus dari universitas. Sampel penelitian dipilih dengan teknik snowball sampling.

Hasil penelitian menunjukkan bahwa: (1) kemampuan berbicara siswa Program Studi Pendidikan Bahasa Inggris Tahun Ajaran 2012 Di IAIN Palangka Raya berada pada level Intermediate berdasarkan level TOEFL. (2) Nilai signifikan koefisien korelasi (r) adalah 0,355. Berdasarkan interval kategorisasi kekuatan korelasi yang didukung oleh Sudijono bahwa 0,20-0,40 mengindikasikan ada korelasi rendah antara variabel X dan variabel Y. Sehingga, ($r = 0,355$) menunjukan bahwa terdapat korelasi rendah antara variabel TOEFL Score (X) dan Kemampuan berbicara variabel (Y). (3) Nilai signifikan koefisien korelasi (r) adalah 0,355, artinya tidak ada hubungan yang signifikan antara nilai TOEFL dan kemampuan berbicara siswa EFL Program Studi Pendidikan Bahasa Inggris Tahun Ajaran 2012 di IAIN Palangka Raya. Ada beberapa faktor yang mempengaruhi hasil ini, yaitu: jumlah sampel yang terbatas, sampel diambil berdasarkan skor TOEFL yang telah lulus, sampel harus mencoba lebih dari satu tes sebelum berhasil lulus tes TOEFL serta adanya perbedaan tes antara TOEFL dan IELTS.

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In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad SAW who has taken all human being from the darkness to the lightness.

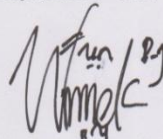
Since I come in this college to learn and study until I can finish my study, it can't apart from many people around me that give me supports. Without their support and prayer, I will not complete my study and this thesis. That is why the writer would like to express her genuine gratitude to :

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Palangka Raya, June 8th 2017



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LIST OF ABBREVIATIONS

ELP	: English Language Proficiency
ELL	: English Language Learner
EFL	: English Foreign Learner
TOEFL	: Test of English as a Foreign Language
IELTS	: International English Language Testing System
NESBs	: Non-English Speaking Background
ETS	: Educational Testing Service
IAIN	: Institut Agama Islam Negeri
PBT	: Paper-Based Test
Ha	: Alternative Hypothesis
Ho	: Null Hypothesis
IBT	: Internet-Based Test
SPSS	: Statistical Package for the Social Sciences
Df	: Degree of freedom
GPA	: General Point Average
ESL	: English Second Language
MDC	: Multiple Correlation Determinant

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CHAPTER I

INTRODUCTION

This chapter describes; background of the study, previous study, the problem of the study, the hypothesis of the study, limitation of the study, the objective of the study, the significance of the study, operational definition of study.

A. Background of Study

English language proficiency (ELP) assessment is an extremely important aspect of English language learner (ELL) (Abedi, 2008:193). Today, there are plenty of methods which are available to evaluate an individual's English proficiency level such as TOEFL, IELTS and Cambridge ESOL exam levels (Tugan, 2013:120).

Standardized external tests of English language proficiency such as TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) are widely accepted as a means of assessing the English proficiency of international students from non-English speaking backgrounds (NESBs).

TOEFL has remained the most widely recognized and trusted test of English used for admissions purposes worldwide since Educational Testing Service (ETS) began offering it in 1964 (Manganello, 2011).

Although the IELTS, in particular, has been making inroads on TOEFL's dominance in some countries, the TOEFL remains the most commonly accepted test of academic English proficiency used for admissions purposes.

Educational Testing Service boasts on the TOEFL website that the TOEFL is currently accepted by more than 8000 institutions worldwide, including nearly every university in the USA, Canada and Indonesia, and is taken by nearly a million people each year.

TOEFL is mostly used by education institutions in Indonesia. Nowadays, students of the university cannot graduate and get their title if they have not passed the TOEFL or some equal test, even if they have passed the *skripsi* or the thesis. For example in IAIN Palangka Raya.

IAIN Palangka Raya is one of institute used TOEFL as English proficiency assessment. IAIN Palangka Raya uses the previous version of TOEFL called TOEFL PBT (Paper-based Test) evaluates language skills in three separate sections, which are Listening Comprehension, Structure and Written Expression, Vocabulary and Reading Comprehension. Though it does not contain the speaking section, many English teachers assume that the higher the TOEFL PBT score is, the more likely the test taker is able to communicate English in academic contexts (Asmani, 2014:86).

As a skill, speaking is the most used skill by people rather than the three other skills. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. “One of the ways other people judge you is by the words you use, and how you use them.... and more particularly your verbal skills have a lot to do with your success in life”(Witt, 1982:34). All in all, speaking skill seems to be the most demanding and important one.

Speaking is a more common way of how people convey their messages to others. Foreign language learners will be considered as successful at accomplishing and achieving their learning goals if they can exhibit an ability to interact with other speakers of the language through oral discourse. In short, all English learners generally share the same goal that is to speak accurately and fluently.

From the statement, the writer would say that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Unfortunately, the writer found that most of students Of English Education Study Program still find it difficult to speak English fluently. The writer has

observed that many students still do not using full English in many activities such as at their seminar proposal.

Based on the statement above the writer concludes that TOEFL as a predictor to evaluate English proviciency level and speaking as a skill which evaluates ELL success in langugae learning. So that, the writer interests in investigating about correlation between students' TOEFL score and students' speaking ability under the title *The Correlation Between TOEFL Score And Speaking Ability of EFL Students Of English Education Study Program Academic Year 2012 In IAIN Palangka Raya.*

B. Problem of Study

The problem of study is as follow :

1. Is there any correlation between TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya?

C. Hypotheses

This study has two hypotheses, they are :

1. Ha : There is a correlation between TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya.

D. Limitation of The Study

This study belongs to correlational design. The focus of the study is students' TOEFL score and students' speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya who do not finish their study and have taken and passed TOEFL test.

E. Objective of the study

To know whether or not the TOEFL score is correlated to students' speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya

F. Significance of The Study

This study can be useful for:

1. IAIN Palangka RAYA

This study is expected to be useful for determining the strategy in deciding English Proficiency Level test so IAIN Palangka RAYA has a clear understanding of the value of external tests in the assessment of a student's linguistic ability and academic capabilities.

2. English Education Study Program

Results of this study are also expected to be used as consideration in the development of the quality of learning process, learning evaluation, and the development of education management. With the continuous improvement in these aspects, teaching and learning process at English

Education are hopefully efficient, effective, and productive to enhance the competitiveness of its students.

3. Students

This study is expected to be self-measurement for students, because they can monitorize their English ability, so they will able to know how far they improve their ability. Through the speaking, students will know that even if the interviewer rates them badly they can still rely on the other raters which will judge their skills in right way.

G. Operational of Study

1. TOEFL : The *Test of English as a Foreign Language* is designed to measure the English proficiency of people whose native language is not English. In this study, TOEFL is English proficiency level used at IAIN Palangka Raya
2. Speaking : Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings (Tarigan, 1981:15). In this study speaking means by the ability to speak and interact with the people fluently and comprehensibly.
3. Correlation : Technique for attempting to determine the extent and the direction of the relationship between two or more variables (Ary, 2006:639). In this study correlation is a statistical technique used to determine the degree to which two variables are related

4. English Education Study Program of IAIN Palangka Raya : One of department in IAIN Palangka Raya as a place were English were thought based on Islamic values with a degree Academic Bachelor of Education (S.Pd).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about Previous Study, TOEFL, Content of the PBT, Justification of the PBT, The Nature of Speaking, Micro and Macro Skills of Speaking, The Functions of Speaking, Speaking Ability, Assessing Speaking, and Speaking Test.

A. Previous Studies

Correlative Analysis of TOEFL iBT Scores of Listening Skill Versus Scores of Business English Speaking Skill among BINUS university Sophomore by Almodad Biduk Asmani. found out whether BINUS university sophomore's TOEFL iBT scores of Listening skill are correlated with those of speaking skill. The research project was expected to result in the best teaching technique of delivering conversational tasks at BINUS University by using alternative approaches to integrated, isolated, or mixed skills. The research project applied the descriptive approach of quantitative method, and thus depends on numerical data. The research project examined the set of data under two skills of the same class groups, which were to compare the listening scores with the speaking ones. Then, the degree of correlation of the two skills was tested so as to find its significance. Interpretation and explanation of data were made based on the statistical results by using correlation research analysis. Based on the statistical results, the listening

scores significantly correlated with those of the speaking skill, and there is a moderately linear relationship between these paired scores.

Cathy Lee T. Arcuino on her dissertation under the title *The Relationship Between TOEFL, IELTS Scores and Academic Success of International Master's Students* found that there is no significant difference between TOEFL (paper-based, computer based, and internet-based) and IELTS scores in relation to academic success. Students tended to score higher on TOEFL iBT followed by TOEFL PBT. Indian and Taiwanese students performed better on TOEFL iBT and Chinese and Indian students performed better on the TOEFL PBT. A statistical significance was found among final cumulative GPA and college program of study in relation to TOEFL and IELTS scores.

In a 2002 study, Lo study under the title *The relationship between TOEFL scores and first-year GPA: A study of freshmen international students attending Texas A&M University-Kingsville from 1996-2001*, examined the relationship between first year GPA and TOEFL scores among freshmen international students at Texas A&M University from 1996-2001. From the study, 61% of the international freshmen who had equivalent to or above a 550 on the TOEFL, ended up with a one-year GPA less than a 3.0. International freshmen (39%) who scored below a 550 on the TOEFL ended up with a higher GPA at the end of the first year. It was concluded that the TOEFL score did not have any predictive validity in regards to academic success.

In a 2007 study, *Test of English as a foreign language (TOEFL): Good indicator for students success at community colleges?* By Ng examined whether the TOEFL was a good indicator of academic success for international students at community colleges. Academic success was defined by GPA, course completion as well as retention. Findings revealed a low association (.13), no significant relationship between TOEFL and GPA. An insignificant correlation was also found between the TOEFL and GPA (.06), degree completion (.06), and retention (.04); all very small or much smaller than typical effect sizes. Results revealed no significant relationships exist between TOEFL scores and ESL courses when related to international student's academic success. It was suggested that TOEFL is not a thorough indicator of measuring academic success for international students at community colleges.

In 1992 Thannisch, E. Under the title *Relationships among the test of English as a foreign language, the English language placement test, and the academic performance of undergraduate nonnative English-speaking students at Texas A&M University..* Thannisch studied undergraduate students at Texas A&M University to find relationships between the TOEFL, English Placement Test (ELP) scores, and GPA. This study found strong relationships between the TOEFL total scores and sub-test ELP scores (coefficients 26 between .65 to .85, $p < .05$). However, no significant statistical correlation was found between TOEFL and GPA (TOEFL total, $r = .30$, $p < .05$).

Zhang, H. In her dissertation *Academic achievement predicted by the test of English as a foreign language (TOEFL) across native language groups at Southern Connecticut State University*. In the 1996, Zhang study investigated whether the TOEFL could predict academic achievement at Southern Connecticut State University among five different language groups. There were no significant differences between the five language groups in regards to their scores on the TOEFL, first semester and final cumulative GPA. The null hypothesis with $p > .05$ failed to be rejected. It was confirmed that there was no correlation between overall GPA and TOEFL scores. The author concluded that the small correlation between TOEFL and predictor validity justified questioning the validity of using TOEFL scores.

Neal on *The predictive validity of the GRE and TOEFL exams with GGPA as the criterion of graduate success for international graduate students in science and engineering*. Neal examined the predictive validity of the GRE and TOEFL exams in relation to graduate GPA. The study's population consisted of international graduate students majoring in 27 science and engineering at Rose-Hulman Institute of Technology. Between graduate GPA and GRE quantitative score, there was a significant positive correlation (at the .05 and .025 levels). Another finding revealed that TOEFL scores did not have any predictive validity to academic success defined by graduate GPA since no significant correlation was found.

Pearson on his study *Assessment of TOEFL scores and ESL classes as criteria for admission to career & technical education and other selected*

Marshall University graduate program, studied whether or not a relationship existed between international students accepted into Marshall University's career and technical education programs based on their TOEFL or ESL courses. Person found a low positive association (.266, $p < .05$) between first GPA and TOEFL scores. The results indicated that students who were admitted based on the TOEFL score were academically sound through their first semester.

In 2008 Zhang, Y. On *Repeated analysis for TOEFL iBT*. Zhang conducted a study which compared the scores of over 12,000 test takers who took two TOEFL iBT tests in a one month period. Findings revealed correlations of 0.77 for the writing and listening sections, 0.78 for the reading section, 0.84 for the speaking section, and the total test score was 0.91. Zhang explained reliability measures took into consideration other variability influences therefore making the scores medium to lower than internal consistency measures. Regardless, these scores indicated a strong relationship in the ranked order of the test takers' scores.

Akhmad Kasan Gupron, in his study under the title *The correlation between speaking ability and TOEFL score of cadets in Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta*. The research was conducted in STIP because STIP as declared to produce internationally qualified seafarers. In line with its declaration, STIP always evaluates the cadets' English proficiency by Speaking test and TOEFL (PBT) every semester. Population of this research was the first year cadets, batch 50. The respondents consisted of 20 cadets

every major, so there were 60 cadets all together. The instruments used in this research were interview form and TOEFL question set. This research showed that there was low positive correlation between speaking ability and TOEFL score. The correlation coefficient was 0.276. therefore, it can be concluded that there are other factors influence TOEFL score. They are readiness, experience, and strategy.

Because this study is a correlational study, my research has the same goal as the above study. The difference is my research focuses on identifying whether there is a correlation between TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya.

B. TOEFL

1. Test of English as a Foreign Language

Test of English as a Foreign Language (TOEFL) was developed in 1963 through the cooperative effort of over thirty organizations, public and private. A National Council on the Testing of English as a Foreign Language was formed, composed of representatives of private organizations and government agencies concerned with testing the English proficiency of non-native speakers of English wishing to study at colleges and universities in the United States. The program was financed by grants from the Ford and Danforth Foundations and was, at first, attached administratively to the Modern Language Association. In 1965,

the College Board and Educational Testing Service (ETS) assumed joint responsibility for the program. The Test of English as a Foreign Language (TOEFL) measures abilities in English. People whose native language is not English can take this universally accepted test to determine their proficiency with the English language.

TOEFL was composed by five sections of language skills tested prior to September 1976:

- a. Section I: Listening Comprehension
- b. Section II: English Structure
- c. Section III: Vocabulary
- d. Section IV: Reading Comprehension
- e. Section V: Writing Ability

There were 200 questions tested. The same five language skills are tested in the new TOEFL. They are tested in three sections:

- a. Section I: Listening Comprehension
- b. Section II: Structure and Written Expression
- c. Section III: Reading Comprehension and Vocabulary

There are 150 questions tested. The new TOEFL is now used for all international testing in the United States and around the world. TOEFL score reports giving the score on each of the three sections of the test, plus a total score. Scores for the three sections are reported on a scale of 20 to 80. The total score reported on a scale of 200 to 800, is derived by adding the three section scores and multiplying that sum by ten-thirds.

In the year 1981-1982, more than 344,000 people applied to take TOEFL under either the international or the Special Center Testing Program. The test was given at 850 test centers in 135 countries and areas. More than 2,000 colleges and universities in the United States and Canada, as well as in other countries where English is the language of instruction require their applicants who are not native speakers of English to take TOEFL. In addition, many government agencies scholarship programs, and other institutions use the test. Each institution or agency that requires TOEFL scores decides for itself what scores are acceptable. The TOEFL office does not determine to pass or failing scores.

The material for TOEFL was written by specialists of English as a foreign language. Additional material is prepared by members of the TOEFL Committee of Examiners and by ETS test specialists. All item specifications, questions, and final test forms are reviewed internally at ETS for cultural bias and content appropriateness following established and explicit ETS procedures.

In addition, each final form of TOEFL is reviewed by at least one external consultant to ensure that the form is free of any language symbols or content that is generally considered potentially offensive to or inappropriate for major subgroups of the TOEFL test population or that serve to perpetuate any negative attitude that may be conveyed to these subgroups. These consultants are specialists in cross-culture psychology, anthropology, or English as a foreign language and must have had

significant experience living or working abroad. All questions are tried with selected groups of foreign students.

2. The PBT Version of the TOEFL

The Modern Language Association's Center for Applied Linguistics began work on the development of the TOEFL in 1961. Several other US organizations, including the Institute of International Education and the National Association of Foreign Student Advisors, were involved in the project as well. The first major step in designing a new proficiency test was "to attempt to identify a common core of language abilities that would be relevant to the range of situations in which students would find themselves at the university". The TOEFL was originally designed according to "the ability approach to language teaching" in which language was seen as "composed of separately definable components such as a sound system, grammar, and vocabulary". This understanding of language competence, which was influenced by Chomsky's emphasis on the structure of language, would be repudiated in the following decades when the idea of language proficiency as communicative competence increasingly came to center stage. At the time, however, the following list of abilities drafted by psychologist John Bissell Carroll found wide support as the potential basis for an English proficiency test:

- a. Knowledge of structure.
- b. Knowledge of general-usage lexicon.
- c. Auditory discrimination (of phonemes, allophones, and suprasegmentals.)
- d. Oral production (of phonemes, allophones, and suprasegmentals.)
- e. Reading (in the sense of converting printed symbols to sound.)
- f. Writing (in the sense of converting sound to printed symbols, i.e., spelling.)
- g. Rate and accuracy of listening comprehension.
- h. Rate and quality of speaking.
- i. Rate and accuracy of reading comprehension.
- j. Rate and accuracy of written composition.

Considering that assessment of any actual testing of language production went on to be so conspicuously (and controversially) missing from the PBT version of the TOEFL, it is interesting to note here that writing and speaking are mentioned on Carroll's list (though with emphasis on "correctness" and "accuracy" rather than effective communication). However, incorporating assessment of writing and speaking into the test was a problem for which there was no practical and expedient solution at the time. Taylor and Angelis note that during the development of the TOEFL "the difficult areas proved to be speaking and writing, numbers 8 and 10, respectively, on Carroll's list". Ultimately, speaking and writing were omitted from the 140 multiple-choice item

format of the PBT that ETS eventually settled on. In adopting the purely multiple-choice format, the designers of the PBT borrowed heavily from the format of other language tests in use at the time, such as the American University Language Center Test. When the PBT was officially launched in 1964, its format and the idea of proficiency that it was designed to test therefore represented attitudes towards language testing, language learning, and linguistics in general that were well-established in the 1960s. While attitudes would change considerably during the rest of the 20th century, the TOEFL, however, remained fundamentally the same.

C. Content of the PBT

The PBT, the original, paper-based version of the TOEFL, which ETS began to offer in 1964, uses the same multiple-choice format that has been characteristic of other ETS tests such as the SAT (Scholastic Aptitude Test) and GRE (Graduate Record Examination). PBT test items consist of 140 multiple-choice questions in three categories: listening comprehension (50 questions), structure and written expression (40 questions), and reading comprehension (50 questions).

In the listening comprehension section of the PBT, examinees listen to recorded dialogues or monologs in English and after each is asked by a narrator to indicate the best of four possible answers to each item. The structure and written expression section of the PBT features multiple-choice cloze items, where examinees must choose a response that, when inserted into

the blank, best completes a written sentence and items where examinees must identify which of four underlined words would need to be changed in order for a sample sentence to be grammatically correct. In the reading comprehension section, examinees choose the best answers to questions based on printed texts.

Raw scores on all three sections of the PBT are converted to a scale ranging from 31 - 67 for sections 1 (listening comprehension) and 3 (reading comprehension), while the scale ranges from 31-68 for section 3 (structure and written expression). The scores for all three sections are averaged and multiplied by 10 for a total score range of 301 -677. An essay test called the TWE (Test of Written English), when it is administered as part of the PBT, is scored separately on a scale of 0-6. Examinees' scores on the TWE have no bearing on their overall PBT scores; only the PBT scores have served as the basis for admission to universities.

D. Justification of the PBT

As has been noted previously, the multiple-choice format of the PBT version of the TOEFL precluded the possibility of sections of the test assessing an examinee's production of language. While the inclusion of an assessment of language production would go on to become a major goal in the development of a new version of the TOEFL, there were some advantages to the multiple-choice format of the PBT. According to Livingston¹ :

The multiple-choice format has come to dominate large-scale testing, and there are good reasons for its dominance. A test-taker can answer a large number of multiple-choice questions in a limited amount of testing time. A large number of questions makes it possible to test a broad range of content and provides a good sample of the test taker's knowledge, reducing the effect of "the luck of the draw" (in the selection of questions) on the test taker's score. The responses can be scored by machine, making the scoring process fast and inexpensive, with no room for differences of opinion.

As Livingston notes, one of the strongest arguments that can be put forward in favor of multiple choice testing is that it is possible for examinees to answer a larger number of questions in a given period of time. The increased number of questions increases the statistical reliability of the test, minimizing the margin of error and increasing the likelihood that the final score will be an accurate representation of a test taker's ability level relative to other test takers. The "luck of the draw" mentioned by Livingston could particularly be an issue with essays tests. Due to the amount of time necessary to complete an essay task, it may not be possible for examinees to compose more than one or two essays. Examinees' level of familiarity with the one or two essay topics they are given could significantly affect their performance for reasons other than their level of English proficiency. Another major advantage of multiple-choice testing in comparison with essays is that tests can be quickly machine scored, which also circumvents any potential problems with variance due to rater biases, which can be problematic with essays.

Douglas claims that multiple-choice test items "allow test takers to demonstrate their ability to control very fine distinctions in vocabulary,

grammatical structures, phonology, or comprehension of the content, but they are notoriously difficult to develop” . Test items in which examinees must select the correct response can be very challenging when they are well-designed and are a proven method of assessing knowledge and comprehension. The challenge that ETS faced for the rest of the 20th century was to design and implement a test that would assess the practical use of language as well as knowledge, be practical to administer to a large number of test takers and assure consistency in scoring.

E. The Nature of Speaking

1. Definition of Speaking

There are some definition and perspective of speaking proposed by many experts. Speaking is the productive skill in the oral mode. Brown defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts(Channey & Burk, 1998).

According to Johnson and Morrow speaking which is popular with the term, oral communication“ is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contribution at a speed of high level. In this definition, the essential

components mentioned to exist in speaking activity are speakers, hearers, message, and response. Both speakers and hearers should agree on the message and /or meaning being talked through acceptable language.

Thornbury argues that in nature of speaking, speakers do some important parts to express their intention(Thornbury, 2005). They should deal with speech production and self-monitoring, articulation of their words, and manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot(Harmer, 1998:87). It means that the speakers should be able to their ideas, to interact with others, and to process the information the moment it happened.

Speaking is a productive skill which means it involves producing language rather than receiving it (Sprat, 2005:34). The ability to produce oral language considered by several aspects such as intonation, stress, etc. When students able to produce spoken language, furthermore they should consider the fluency and accuracy. Fluency is speaking at normal speed with no hesitation, repetition, or self-correction while accuracy means the perfect use of grammar, vocabulary, and pronunciation.

According to those theories, it can be concluded that speaking is the ability to express something through spoken media. Speaking means putting someone's ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the speakers' message.

F. Micro and Macro Skills of Speaking

To succeed the oral communication, speakers need to consider some aspect namely micro and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speakers' focus on the larger elements: fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options (Brown, 2007). These are the micro and macro skills of speaking.

1. Micro skills

- a. Produce differences among English phonemes and allophonic variant.
- b. Produce chunks of the language of different lengths.
- c. Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f. Produce fluent speech at different rates of delivery.
- g. Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- h. Use grammatical word classes (noun, verb, etc.), the system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.

- i. Produce speech in natural constituents: inappropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro skills

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplifications.
- d. Convey social features, kinetics, body languages, and other nonverbal cues along with verbal language.

Those are the micro and macro skills of speaking. Both micro and macro skills are needed by speakers to succeed their communication. Those skills also can be used as guidance for the teacher in teaching English and as a checklist for speaking assessment. The teacher can make use of these skills to know the students' need better the teacher can take

benefit from this list to find the suitable technique in teaching English according to students' need.

G. The Functions of Speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule, as quoted by Jack C. Richards, "The functions of speaking are classified into three; they are talk as interaction, talk as transaction and talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches". Below are the explanations of the functions of speaking:

1. Talk as Interaction

Being able to interact in a language is essential. In fact, much of our daily communication remains interactional. This refers to what we normally mean by "conversation". The primary intention in talk as interaction is to maintain a social relationship. Meanwhile, talk as interaction has several main features as follows:

- a. Has a primarily social function
- b. Reflects role relationships
- c. Reflects speaker's identity
- d. May be formal or casual
- e. Uses conversational conventions
- f. Reflects degrees of politeness

- g. Employs many generic words
- h. Uses conversational register

Some of the skills (involved in using talk as interaction) are:

- a. Opening and closing conversation
- b. Choosing topics
- c. Making small-talk
- d. Recounting personal incidents and experiences
- e. Turn-taking
- f. Using adjacency pairs
- g. Interrupting
- h. Reacting to others

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in the natural way is required in order to create a good communication. For reason, some students sometimes avoid this kind of situation because they often lose for words and find difficulty in presenting a good image of themselves. This can be a disadvantage for some learners where the ability to use talk as interaction can be important.

2. Talk as Performance

This refers to public talk or public speaking, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows a recognizable format and is

closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a sales presentation, and giving a lecture.

The main features of talk as performance are:

- a. There is a focus on both message and audience
- b. It reflects organization and sequencing
- c. Form and accuracy are important
- d. Language is more like written language
- e. It is often monologic

Some of the skills involved in using talk as performance are:

- a. Using an appropriate format
- b. Presenting information in an appropriate sequence
- c. Maintaining audience engagement
- d. Using correct pronunciation and grammar
- e. Creating an effect on the audience
- f. Using appropriate vocabulary
- g. Using appropriate opening and closing

It is clearly seen from the features and skill involved in using talk as a performance that initially talk as performance needs to be prepared in much the same way as written text. Therefore, this kind of talk requires a

different teaching strategy. This involves providing examples or models of speeches or oral presentation. Therefore, question such as the following are needed in order to guide this process:

- a. What is the speaker purpose?
- b. Who is the audience?
- c. What kind of information does the audience expect
- d. Is any special language used?

H. Speaking ability

The ability of speaking is the language skill that is seen as the evidence and the hallmark of language teaching and learning. Discussing speaking ability, the question that may appear is to what extend learners can be judged that they have the ability in speaking?

“Speaking effectively depends very much on the speakers’ ability to interact with an interlocutor”(Woods, 2005: 41). Another statement is stated by Lander that the “Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in a real-life situation”(Lander, 1997:5) Referring to the statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly. In the classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activity such as bellow (Ur, 1996:120):

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a monitor of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is at an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

I. Assessing Speaking

Assessing speaking is not something easy to do because there are some factors that may influence the teacher's impression of giving a score. Speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates. The score of speaking may be different from one teacher to others. For example in assigning a score ranging

from 1 to 5 is not something simple to do because the line of distinction between levels is quite difficult to pinpoint. To overcome that problem, the teacher needs to assign several scores for each response, and each score representing one of the several traits like pronunciation, grammar, vocabulary use, fluency, and comprehensibility (Brown, 2001:140).

Table 2.1 IELTS Speaking band descriptors

Band	Fluency and Coherence	Lexical Resource	Lexical Resource	Pronunciation
9	<ul style="list-style-type: none"> • Speaks fluently with only rare repetition or self-correction; any hesitation is content related rather than to find words or grammar • speaks coherently with fully appropriate cohesive features • develops topics fully and appropriately 	<ul style="list-style-type: none"> • uses vocabulary with full flexibility and precision in all topics • uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> • uses a full range of structures naturally and appropriately • produces consistently act structures apart from 'slips' characteristic of native speaker speech accurate 	<ul style="list-style-type: none"> • uses a full range of pronunciation features with precision and subtlety • sustains flexible use of features throughout • is effortless to understand
8	<ul style="list-style-type: none"> • speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and 	<ul style="list-style-type: none"> • uses a wide vocabulary resource readily and flexibly to convey precisely meaning • uses less common and 	<ul style="list-style-type: none"> • uses a wide range of structures flexibly • produces a majority of error-free sentences with only very occasional inappropriate or basic/non- 	<ul style="list-style-type: none"> • uses a wide range of pronunciation features • sustains the flexible use of features, with only occasional lapses • is easy to understand

	<p>only rarely to search for language</p> <ul style="list-style-type: none"> • develops topics coherently and appropriately 	<p>idiomatic vocabulary skilfully, with occasional inaccuracies</p> <ul style="list-style-type: none"> • uses paraphrase effectively as required 	<p>systematic errors</p>	<p>throughout; L1 accent has minimal effect on intelligibility</p>
7	<ul style="list-style-type: none"> • speaks at length without noticeable effort or loss of coherence • may demonstrate language related hesitation at times, or some repetition and/or self correction • uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> • uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation, with some inappropriate choices • uses paraphrase effectively 	<ul style="list-style-type: none"> • uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist 	<ul style="list-style-type: none"> • shows all the positive features of Band 6 and some, but not all, of the positive features of Band 8
6	<ul style="list-style-type: none"> • is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse 	<ul style="list-style-type: none"> • has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inappropriate • generally paraphrases successfully 	<ul style="list-style-type: none"> • uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures, though these rarely cause comprehension problems 	<ul style="list-style-type: none"> • uses a range of pronunciation features with mixed control • shows some effective use of features but this is not sustained • can generally be understood throughout, though mispronunciation of individual

	markers but not always appropriately			words or sounds reduces clarity at times
5	<ul style="list-style-type: none"> usually, maintains the flow of speech but uses repetition, self-correction and/or slow speech to keep going may over-use certain connectives and discourse markers produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> produces basic sentence forms with reasonable accuracy uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	<ul style="list-style-type: none"> shows all the positive features of Band 4 and some, but not all, of the positive features of Band 6
4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> uses a limited range of pronunciation features attempts to control features but lapses are frequent mispronunciations are frequent and cause some difficulty for the listener

	and some breakdowns incoherence			
3	<ul style="list-style-type: none"> • speaks with long pauses <i>f</i> has limited ability to link simple sentences • gives only simple responses and is frequently unable to convey the basic message 	<ul style="list-style-type: none"> • uses simple vocabulary to convey personal information • has the insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> • attempts basic sentence forms but with limited success, or relies on apparently memorized utterances • makes numerous errors except in memorized expressions 	<ul style="list-style-type: none"> • shows some of the features of Band 2 and some, but not all, of the positive features of Band 4
2	<ul style="list-style-type: none"> • pauses lengthily before most words • little communication possible 	<ul style="list-style-type: none"> • only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> • cannot produce a basic sentence forms 	<ul style="list-style-type: none"> • speech is often unintelligible
1	<ul style="list-style-type: none"> • no communication possible • no rateable language 			
0	<ul style="list-style-type: none"> • does not attend 			

J. Speaking Test

The Speaking Test takes between 11 and 14 minutes. It consists of an oral interview between the candidate and an examiner. (Jakeman&McDowell, 2002:3)

1. *Part 1*

The candidate and the examiner introduce themselves and then the candidate answers general questions about themselves, their home/family, their job/studies, their interests and a wide range of similar familiar topic areas. This part lasts between four and five minutes. The examiner asks the candidate about him/herself, his/her home, work or studies and other familiar topics.

Example :

Family

- a. Do you have a large family or a small family?
- b. Can you tell me something about them?
- c. How much time do you manage to spend with members of your family?
- d. What sorts of things do you like to do together?
- e. Did/Do you get on well with your family? [Why?]

2. *Part 2*

The candidate is given a task card with prompts and is asked to talk on a particular topic. The candidate has one minute to prepare and they can make some notes if they wish, before speaking for between one and two minutes. The examiner then asks one or two rounding-off questions.

Describe a teacher who has influenced you in your education.

You should say:

where you met them

what subject they taught

what was special about them

and explain why this person influenced you so much.

You will have to talk about the topic for 1 to 2 minutes. You have one minute to think about what you're going to say. You can make some notes to help you if you wish.

3. Part 3

The examiner and the candidate engage in a discussion of more abstract issues and concepts, which are thematically linked to the topic prompt in Part 2. The discussion lasts between four and five minutes. The Speaking module assesses whether candidates can communicate effectively in English. The assessment takes into account Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation.

Example :

Discussion topics:

Developments in education

Example questions:

- a. How has education changed in your country in the last 10 years?
- b. What changes do you foresee in the next 50 years?

A national education system

Example questions:

- a. How do the expectations of today's school leavers compare with those of the previous generation?
- b. What role do you think extracurricular activities play in education?

Different styles/methods of teaching and learning.

- c. What method of learning works best for you?
- d. How beneficial do you think it is to group students according to their level of ability?

CHAPTER III

RESEARCH METHOD

In this chapter the writer presents, research type, research design, population, and sample, research instrument, data collections, data analysis.

A. Research Type

This study used a quantitative research. Quantitative research deal with questions of relationship, cause, and effect, or current status that writer can answer by gathering and statistically analyzing numeric data (Ary, 2010:39).

This study tried to explain a relationship or correlation between TOEFL Score And Speaking Ability of EFL Students Of English Education Study Program Academic Year 2012 In IAIN Palangka Raya.

B. Research Design

Before a writer started to do her research, firstly the writer had to make the planning. The planning, itself, is named as research design. The research design is a plan or program made by a researcher, as the activity target that will be done. The correlational research design is chosen in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. In this case, the writer wanted to correlate between students' TOEFL score and students' speaking ability. Bold notes

that the purpose of a correlational study is to establish whether two or more variables are related (Williams, 2007:67).

Donald Ary (2010:353) says that:

Correlation studies are concerned with determining the extent of the relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation.

Correlation coefficient means by indexes that show both the direction and the strength of relationship among variables, taking into account the entire range of variables (Ary, 2010:353). The correlation coefficient used is Pearson's *r*. According to Gay and Artesian, the purpose of a correlational study is to determine relationships between variables or to use these relationships to make predictions. The degree of relationship is expressed as a correlation coefficient (Pearson's *r*) (Ratnawati, 2006:34). If a relationship exists between two variables, it means that the scores within a certain range on one variable are associated with scores within a certain range of the other variable. Two (or more) scores are obtained for each member of the sample, one score for each variable of interest, and the paired scores are then correlated. A correlation coefficient indicates the size and direction of a relationship. Correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation. There are two possible results of a correlation study :

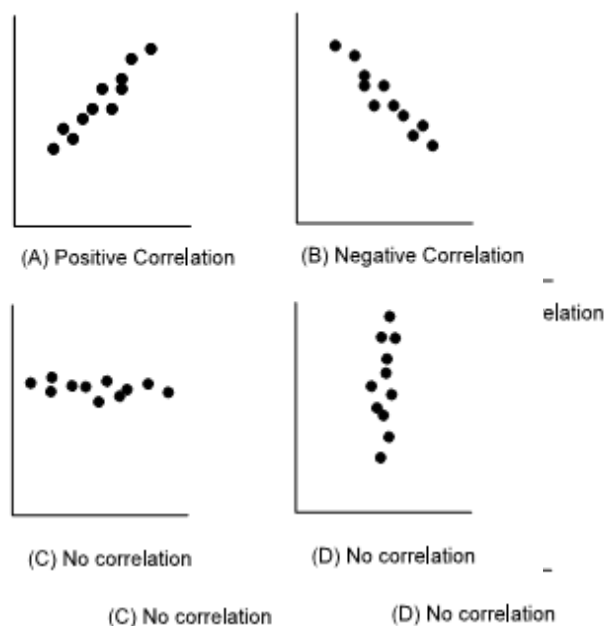
1. Positive correlation : Both variables increase or decrease at the same time.
A correlation coefficient close to $+1.00$ indicate a strong positive correlation.
2. Negative correlation : Indicated that as amount of one variable increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicate a strong negative correlation .

The researcher tried to measure the correlation between students TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya.

Ary et all (2010 : 132) stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation. One with dots going from upper left to lower right indicates a negative correlation.

Figure 3.1

The Scatterplots



C. Variables

A variable is defined as something that varies from one case to another. Variable is a construct or a characteristic that can take different value or scores (Ary, 2006:316). Variables used in this research is continuous variables. A continuous variable is one that, theoretically at least, can take any value between two points on a scale (Cohen, Manion, & Morrison, 2005:191). Meanwhile, in this research there were two variables Students' TOEFL Score (X) speaking ability (Y).

D. Population and Sample

1. Population

The population is the group of people whom the study is about (Dornyei, 2007:96). Population means all the members of the group of participants/objects to which the writer wants to generalize his or her research findings (Perry, 2005:59).

The writer concluded that a population is a number of groups interest to the researcher, a number of groups which the writer would like to make the results of the study to be reported.

In this case, the subjects of the research are EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya those who do finish their study and have taken and passed TOEFL test.

2. Sample

The sample is the small group that is observed (Ary, 2006:148). The *sample* is the group of participants whom the writer actually examines in an empirical investigation (Dornyei, 2007:96). That is, the sample is a subset of the population that is *representative* of the whole population. It means that it requires that all relevant characteristics of the population should be known.

The writer concluded that a sample is a limited number of elements from a proportion to represent the population.

In this research, the writer used Snowball sampling. This involves a 'chain reaction' whereby the researcher identifies a few people who meet the criteria of the particular study and then asks these participants to identify further appropriate members of the population. This technique is useful when studying groups whose membership is not readily identifiable. (Dornyei, 2007:98).

The writer used Snowball sampling because the writer asked some students about their friends who required with the writer purposed. The number of sample in this study is 16 students who already passed TOEFL test.

E. Instrument

The instrument that writer used are :

1. Document

Document of Students' TOEFL score that achieved by taking TOEFL test. The writer took the document from English Laboratory of IAIN Palangka Raya which provides TOEFL test.

2. Speaking Test

The Speaking Test took between 11 and 14 minutes. It consists of an oral interview between the candidate and an examiner. In this study, the writer uses IELTS Speaking Test.

F. Reability

Research instrument reability is a necessary characteristic of any good test for it to be valid at all. A test must first be reliable as a measuring instrument. It was the degree of consistency with which it measured whatever it is measuring.

In reliability, there were inter-rater reliability and intra-rater reliability. Inter-rater reliability is the consistency of the judgment of several raters on how they see a phenomenon or interpreted the responses of the subject. It indicates accuracy in scoring composition of two different raters. Meanwhile, intra-rater reliability referred to the consistency of the rater in scoring the same paper at two different points of time. It points out an individual accuracy in scoring a particular composition.

In this study, the researcher applied inter-rater reliability; two raters would be employed to score the students' critical thinking. The two raters were the researcher self and one the native speaker of English. The first rater is Chitra Muliati, and the second rater is Rizky Armanda the student of English Education at 14 semester, the researcher chose both raters because both raters are expert in oral English.

One important thing in using the inter rater method in rating process is focused with the training of the raters. It can maximize the accuracy of the speaking assessment. This made the raters be consistent in scoring and avoid subjectivity of the raters in scoring. For this purpose, the training was done to get inter rater agreement in order to give reliable scores to students' critical thinking. (Adnan, 2010 : 214-224)

To obtain inter-rater reliability, the score of two raters are correlated using SPSS program. Then the researcher got the interpretation of coefficient correlation, whether they belong to high, moderate, or positive weak negative inter rater reliability category.

Calculation result of r is compared with r_{table} by 5% degree of significance with $df=N-2$. If r was higher than r_{table} so it meant reliable and if r is lower than r_{table} so it meant unreliable.

Based on the calculation above used SPSS program, the r was 0.924. Then it was consulted with r_{table} of Product Moment with $df= 16-2= 14$, the level of significance 5% so $r_{table} = 0.497$. Because $r=0.891 > r_{table}= 0.497$. It could be concluded that the both inter-raters were reliable.

Based on the Result of Instrument Reliability above, it was known that the coefficient of reliability was 0.942 with the Criteria High positive Reliability. It meant that the interaters could be used as the Instrumentation of the study.

Correlations		Rater1	Rater2
Rater1	Pearson Correlation	1	.924**
	Sig. (2-tailed)		.000
	N	16	16
Rater2	Pearson Correlation	.924**	1
	Sig. (2-tailed)	.000	
	N	16	16

** . Correlation is significant at the 0.01 level (2-tailed).

G. Data Collections Method

The writer used Quantitative approach to collect data from students. In this method, there were two steps to collect the data, first collecting students' TOEFL score and speaking test. For speaking test, the writer used IELTS speaking test. In collecting the data of this study, the researcher took the data from Language Laboratory and students speaking test.

In this study, the researcher applied steps as follow:

1. The researcher take the data (Document of Students TOEFL Score) from Language Laboratory.
2. The researcher did speaking test to sample.
3. Then, the researcher recorded the students' speaking test.

4. Next, decided scores to students' performance in speaking test based on IELTS Speaking band descriptors. In this case, the researcher applied inter-rater to rate students speaking test.
5. Finally, the researcher correlated the students' TOEFL scores and their speaking test score.

H. Data Analysis

To find out the correlation between students' TOEFL score and Speaking ability, the writer used the correlation formula by Pearson Product Moment Correlation Formula to test the significant correlation between them (Sudijono, 2004).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

N = number of respondents

X = The Students' TOEFL Score

Y = Students' Speaking Test Score

$\sum X$ = The Sum of The Students' TOEFL Score

$\sum Y$ = The Sum of Students' Speaking Test Score

$\sum X^2$ = The Sum of The Squared The Students' TOEFL Score

$\sum Y^2$ = The Sum of The Squared Students' Speaking Test Score

$(\sum X)^2$ = The Squared of The Sum Students' TOEFL Score

$(\sum Y)^2$ = The Squared of The Sum Students' Speaking Test Score

ΣXY = The sum of Students' TOEFL Score and Students' Speaking Test Score.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presents the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Analysis of Listening Comprehension Score

1. The Result of Listening Comprehension Test Score

The following table showed about the listening comprehension test scores.

Table 4.1

The Result of Listening Comprehension Test Score

CODE	Listening Comprehension (X_1)	(X_1) ²
A1	5	25
A2	5,5	30,25
A3	6	36
A4	3	9
A5	5,5	30,25
A6	6	36
A7	6	36
A8	6	36
A9	5,5	30,25
A10	6	36
A11	6	36
A12	5,5	30,25
A13	6,5	42,25
A14	5,5	30,25
A15	6,5	42,25

A16	6	36
Sum	90,5	521,75
Lowest Score	3	
Highest Score	6,5	
Mean	5,66	
Standard Deviation	0,81074	

Based on the calculation, variable X_1 was found $\sum X_1 = 90,5$ and $\sum X_1^2 = 521,75$. Based on the data above, it was known that the highest score was 6,5 and the lowest score was 3. The classification of the students' scores can be seen in the table below.

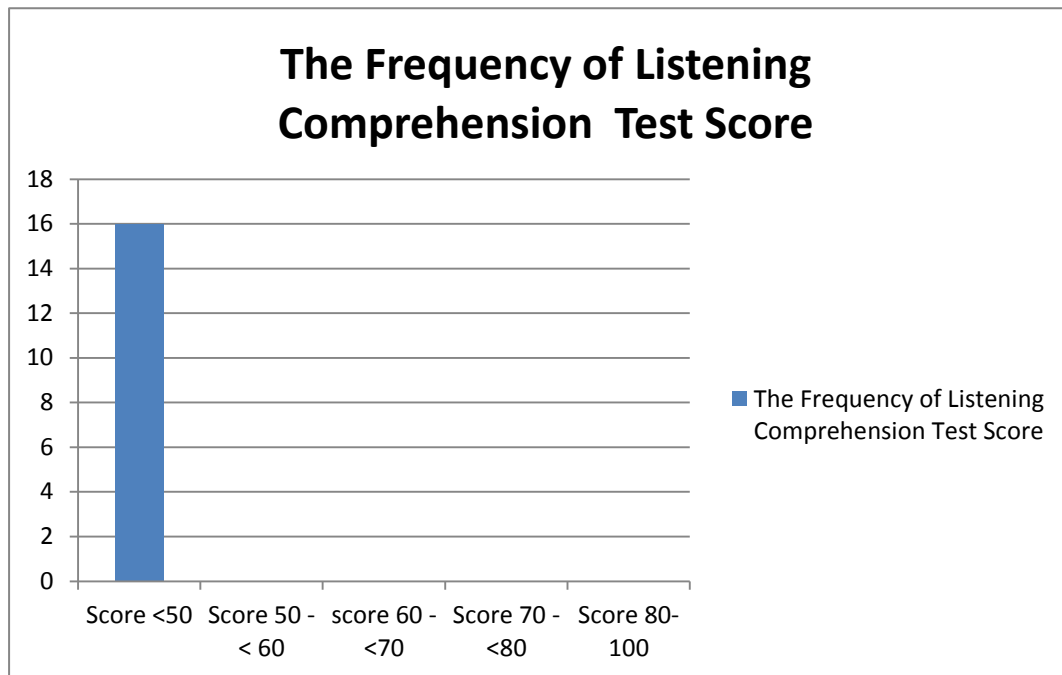
Table 4.2
Distribution of Students' Listening Comprehension Test Score

No .	Category	Frequency
1	Score 8 – 10	0
2	Score 7 - < 8	0
3	Score 6 - < 7	9
4	Score 5 - < 6	6
5	Score < 5	1
	Total	16

Based on the data above, can be seen the variation of scores. Based on the calculation there were no students who acquired score 8 – 10, no one who acquired score 7 - < 8, nine students who acquired score 6 - < 7, five students who acquired score 5 - < 6 and one student who acquired score < 50.

. The following is chart about the frequency listening test scores.

Figure 4.1



2. The Average of The Students' Listening Comprehension Test Scores

To find the average of the students' listening comprehension test scores, it used the formula as follow :

$$M = \frac{\sum X_1}{N}$$

Where :

M = Mean

$\sum X_1$ = the sum of scores

N = number of the students

It is known that :

M = 5,66

$$\sum X_1 = 90,5$$

$$N = 16$$

As the calculation above, the average scores the students' listening comprehension score was 5,66. When 5,66 is convert to TOEFL PBT Score is on the range 497. Based on TOEFL's Level of Proficiency it meant that the average of the students' listening comprehension test was in **Pre-Advanced**.

B. Analysis of Structure and Written Expression

1. The Result of Structure and Written Expression Test Score

After the structure and written expression score were collected, it gave the scores to the students' answer. The following table shows about the structure and written expression test scores.

Table 4.3
The Result Of Structure and Written Expression Test Score

CODE	Structure and Written Expression (X_2)	$(X_2)^2$
A1	6,5	42,25
A2	6	36
A3	6	36
A4	6	36
A5	5,5	30,25
A6	6	36
A7	6	36
A8	6	36
A9	6	36
A10	6	36
A11	6	36

A12	5,5	30,25
A13	6,5	42,25
A14	6,5	42,25
A15	5,5	30,25
A16	6	36
Sum	96	577,5
Lowest Score	5,5	
Highest Score	6,5	
Mean	6	
Standard Deviation	21,8304	

Based on the calculation, variable X_1 was found $\sum X_2 = 96$ and $\sum X_2^2 = 577,5$. Based on the data above, it is known that the highest score was 6,5 and the lowest score was 5,5. The classification of the students' scores can be seen in the table below :

Table 4.4

Distribution of Students' Structure and Written Expression Test Score

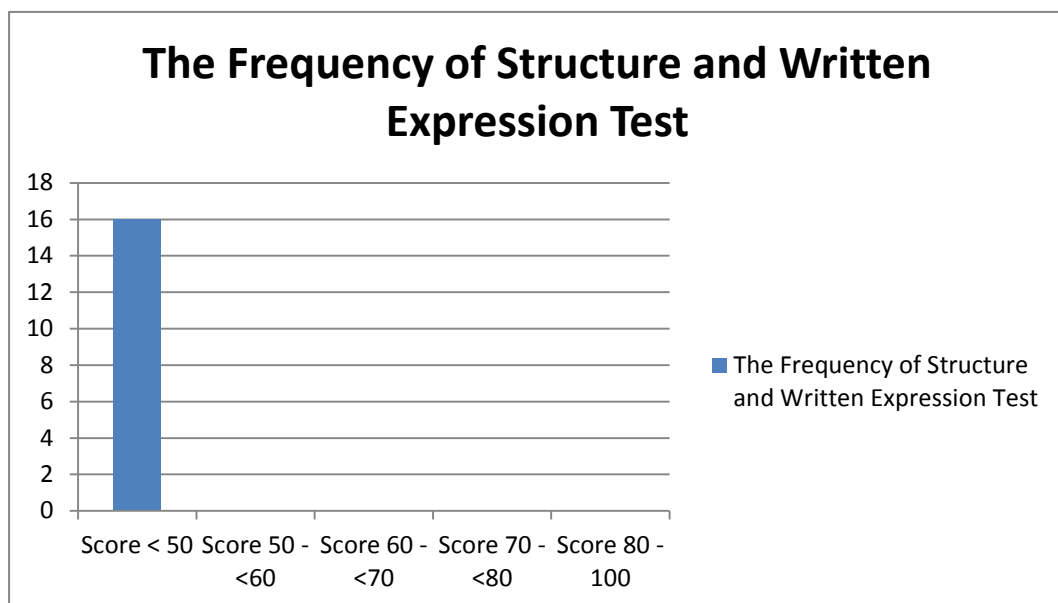
No .	Category	Frequency
1	Score 8 – 10	0
2	Score 7 - < 8	0
3	Score 6 - < 7	13
4	Score 5 - < 6	3
5	Score < 5	0
	Total	16

Based on the data above, can be seen the variation of scores. Based on the calculation there were no students who acquired score 7 - < 8, 13 students who

acquired score 6 - < 7, three students who acquired score 5 - < 6 and no students who acquired score < 50 .

Figure 4.2

The following is chart about the frequency of Structure and Written Expression test scores.



2. The average of students' structure and written expression test score

To find the average of students' structure and written expression test scores, it used the formula as follow :

$$M = \frac{\sum X_2}{N}$$

Where :

M = Mean

X₂ = The Sum of the scores

N = Number of students

It is known that :

$$M = 6$$

$$X_2 = 96$$

$$N = 16$$

As the calculation above, the average scores the students' structure and written expression test was 6. When 6 is convert to TOEFL PBT Score is on the range 500- 547. Based on TOEFL's Level of Proficiency it meant that the average of the students' structure and written expression comprehension was in **Pre-Advanced to Advanced**

C. Analysis of Reading Comprehension Test Scores

1. The Result of Reading Comprehension Test Score

After the score reading comprehension were collected, it gave the scores to the students' answer. The following table shows about the reading comprehension test scores.

Table 4.5

The Result of Reading Comprehension Test Score

CODE	Reading Comprehension (X_3)	$(X_3)^2$
A1	5,5	30,25
A2	5,5	30,25
A3	5,5	30,25
A4	7,5	56,25
A5	6,5	42,25
A6	5,5	30,25

A7	5,5	30,25
A8	5	25
A9	5,5	30,25
A10	6,5	42,25
A11	6	36
A12	6	36
A13	6	36
A14	5,5	30,25
A15	5,5	30,25
A16	5,5	30,25
Sum	93	546
Lowest Score	5	
Highest Score	7,5	
Mean	5,81	
Standard Deviation	0,60208	

Based on the calculation, variable X_3 was found $\sum X_3 = 93$ and $\sum X_3^2 = 546$. Based on the data above, it is known that the highest score was 7,5 and the lowest score was 5. The classification of the students' scores can be seen in the table below.

Table 4.6
Distribution of Students' Reading Comprehension Test Score

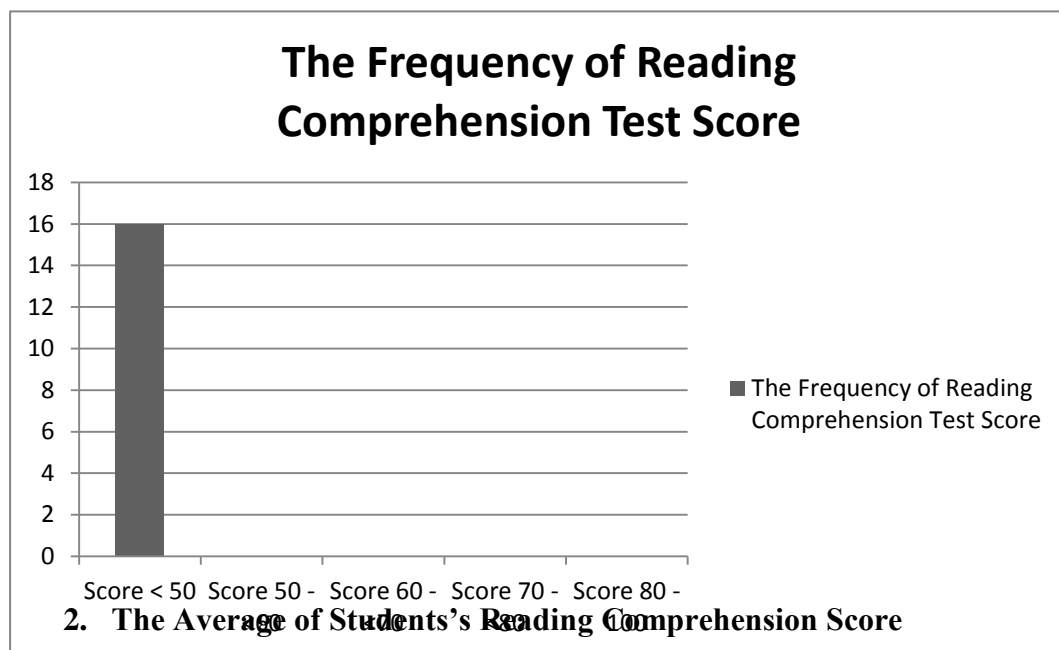
No .	Category	Frequency
1	Score 8 – 10	0
2	Score 7 - < 8	1
3	Score 6 - < 7	5
4	Score 5 - < 6	10
5	Score < 50	0
	Total	16

Based on the data above, can be seen the variation of scores. Based on the calculation there were 1 students who acquired score 7 - < 8, 5 students who acquired score 6 - < 7, 5 students who acquired score 5 - < 6.

Based on the data above, it can be explained that there were 100% students who acquired scores < 50.

Figure 4.3

The Following Chart is The Frequency of Reading Comprehension Test Scores



To find the average of students' reading comprehension test score, it used the formula as follow :

$$M = \frac{\sum X^3}{N}$$

Where :

M = Mean

X_3 = The Sum of the scores

N = Number of students

It is known that :

M = 5,81

X_3 = 546

N = 16

As the calculation above, the average scores the students' reading comprehension test was 5,81. When 5,81 is convert to TOEFL PBT Score is on the range 497. Based on TOEFL's Level of Proficiency it meant that the average of the students' reading comprehension test was in **Pre-Advanced**.

D. Analysis of Speaking Test

1. The Result of Speaking Test Scores

After doing speaking test, the writer asked interraters to give the scores. The interaters gave the scores based on students' performance. The following table shows about the speaking test scores. The speaking scores was taken from the average of interaters score.

Table 4.7

The Result of Speaking Test Score

CODE	Speaking (Y)	$(Y)^2$
A1	4,5	20,25

A2	3,5	12,25
A3	7,5	56,25
A4	3	9
A5	2	4
A6	4,25	18,06
A7	4,5	20,25
A8	3,75	14,06
A9	2,5	6,25
A10	4,75	22,56
A11	1,25	1,5625
A12	5,25	27,56
A13	7,5	56,25
A14	2,5	6,25
A15	3	9
A16	5	25
Sum	64,75	308,563
Lowest Score	1,25	
Highest Score	7,5	
Mean	4,05	
Standard Deviation	1,7612	

Based on the calculation, variable Y was found $\sum Y = 64,75$ and $\sum Y^2 = 308,563$. Based on the data above, it is known that the highest score was 7,5 and the lowest score was 1,25. The classification of the students' scores can be seen in the table below.

Table 4.8
Distribution of Students' Speaking Comprehension Test Score

No .	Category	Frequency
1	Score 8 – 10	0
2	Score 7 - < 8	2
3	Score 6 - < 7	0

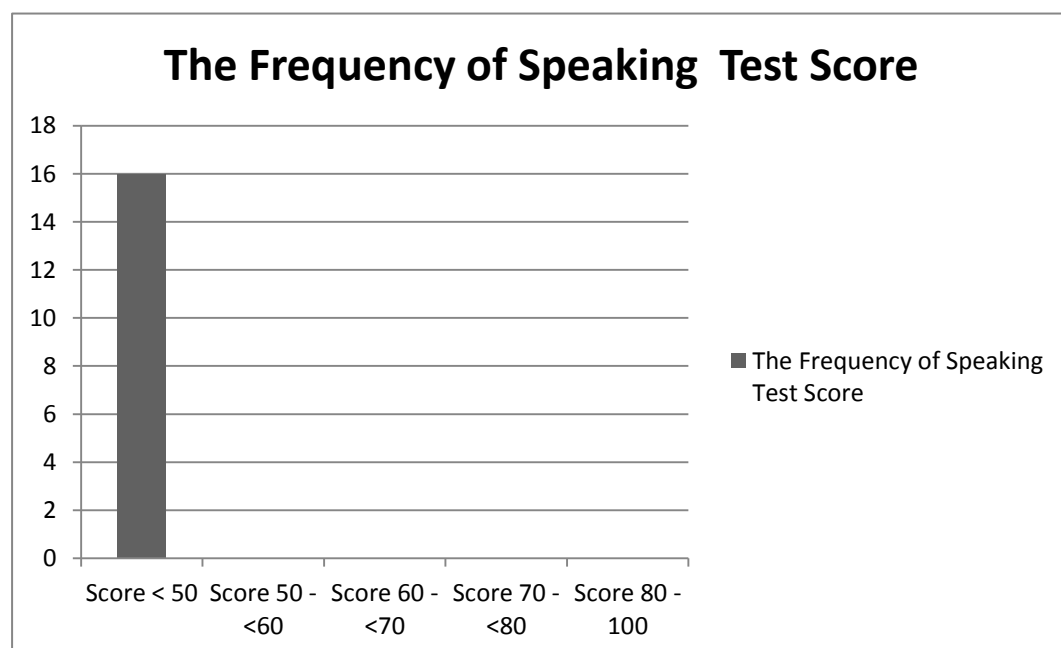
4	Score 5 - < 6	2
5	Score < 50	12
	Total	16

Based on the data above, can be seen the variation of scores.

Based on the calculation there were two students who acquired score 7 - < 8, two students who acquired score 5 - < 6, twelve students who acquired score < 5.

Figure 4.4

The Following Chart is The Frequency of Speaking Test Scores



2. The Average of Students's Speaking Score

To find the average of students' speaking test score, it used the formula as follow :

$$M = \frac{\sum Y}{N}$$

Where :

M = Mean

Y = The Sum of the scores

N = Number of students

It is known that :

M = 4,05

Y = 64,75

N = 16

As the calculation above, the average scores the students' speaking comprehension test was 4,05. When 4.05 is convert to TOEFL PBT Score is on the range 397. Based on TOEFL's Level of Proficiency it meant that the average of the students' speaking comprehension test was in **Intermediate**.

E. Normal Distribution

In this study, the writer used One-Sample Kolmogorov-Smirnov Test to test normality. The first variable to test is Listening Comprehension.

1. Normality Test of Listening Comprehension

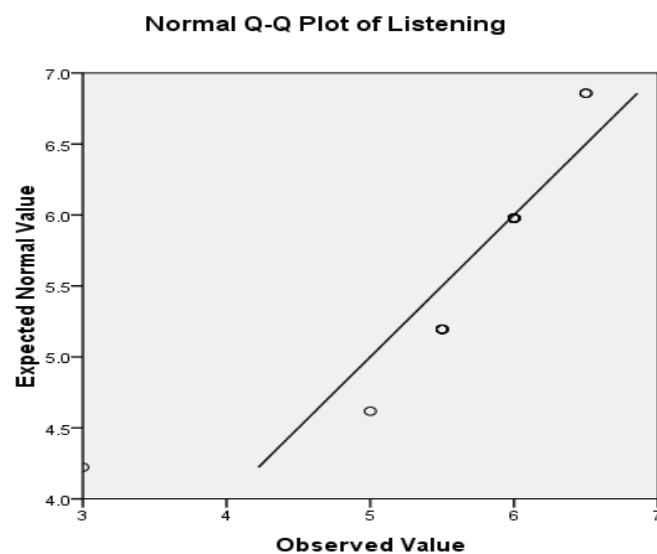
Listening Comprehension

One-Sample Kolmogorov-Smirnov Test		
		Listening
N		16
Normal Parameters ^a	Mean	5.656

	Std. Deviation	.8107
Most Extreme Differences	Absolute	.299
	Positive	.211
	Negative	-.299
Kolmogorov-Smirnov Z		1.194
Asymp. Sig. (2-tailed)		.115
a. Test distribution is Normal.		

Figure 4.5

The Normal Q-Q Plot of Listening Comprehension



Based on the calculation using SPSS Program, the asymptotic significance normality of listening comprehension was 0,115. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of listening comprehension test = $0,115 \geq \alpha = 0,05$ it could be concluded that

the data was normal distribution. From the Q-Q plot shows that almost the data points of listening comprehension spread around the straight line. It means the data had normal distribution.

2. Normality Test of Structure and Written Expression

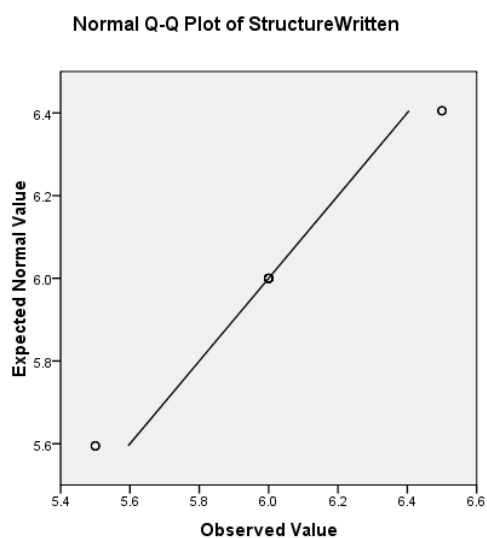
Test Normality of Structure and Written Expression

One-Sample Kolmogorov-Smirnov Test

		StructureWritten
N		16
Normal Parameters ^a	Mean	6.000
	Std. Deviation	.3162
Most Extreme Differences	Absolute	.312
	Positive	.312
	Negative	-.312
Kolmogorov-Smirnov Z		1.250
Asymp. Sig. (2-tailed)		.088
a. Test distribution is Normal.		

Figure 4.6

The Normal Q-Q Plot of Structure and Written Expression



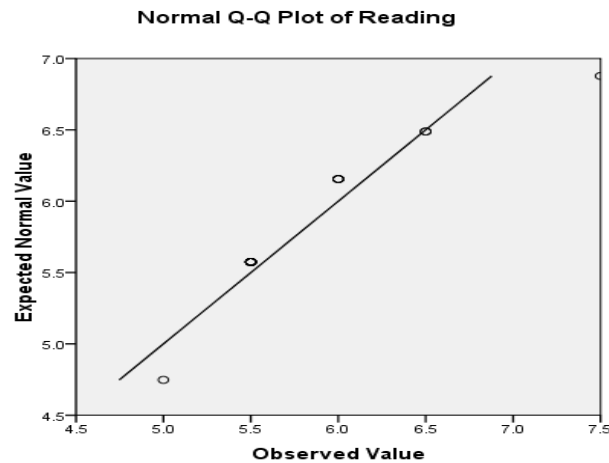
Based on the calculation using SPSS Program, the asymptotic significance normality of structure and written expression was 0,088. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of structure test = $0,088 \geq \alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of structure and written expression spread around in the straight line. It means the data had normal distribution.

3. Normality Test of Reading Comprehension

Reading Comprehension

One-Sample Kolmogorov-Smirnov Test

		Reading
N		16
Normal Parameters ^a	Mean	5.812
	Std. Deviation	.6021
Most Extreme Differences	Absolute	.323
	Positive	.323
	Negative	-.239
Kolmogorov-Smirnov Z		1.293
Asymp. Sig. (2-tailed)		.071
a. Test distribution is Normal.		

Figure 4.7**The Normal Q-Q Plot of Reading Comprehension**

Based on the calculation using SPSS Program, the asymptotic significance normality of reading comprehension was 0,071. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of reading comprehension test = $0,071 \geq \alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of reading comprehension spread around the straight line. It means the data had normal distribution.

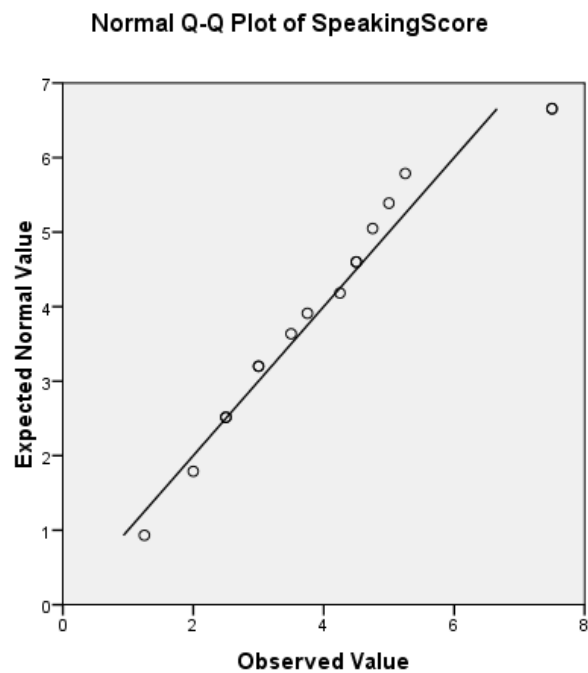
4. Normality Test of Speaking Score**Speaking Score**

One-Sample Kolmogorov-Smirnov Test		
		SpeakingScore
N		16
Normal Parameters ^a	Mean	4.047

	Std. Deviation	1.7612
Most Extreme Differences	Absolute	.122
	Positive	.122
	Negative	-.100
Kolmogorov-Smirnov Z		.489
Asymp. Sig. (2-tailed)		.971
a. Test distribution is Normal.		

Figure 4.8

The Normal Q-Q Plot of Speaking Score



Based on the calculation using SPSS Program, the asymptotic significance normality of speaking score was 0,971. Then, the normality was consulted with the table of Kolmogorov-Smirnov with the level significance 5% ($\alpha = 0,05$). Because asymptotic significance of speaking test = 0,971 \geq $\alpha = 0,05$ it could be concluded that the data was normal distribution. From the Q-Q plot shows that almost the data points of

speaking score spread around the straight line. It means the data had normal distribution.

F. The Correlation

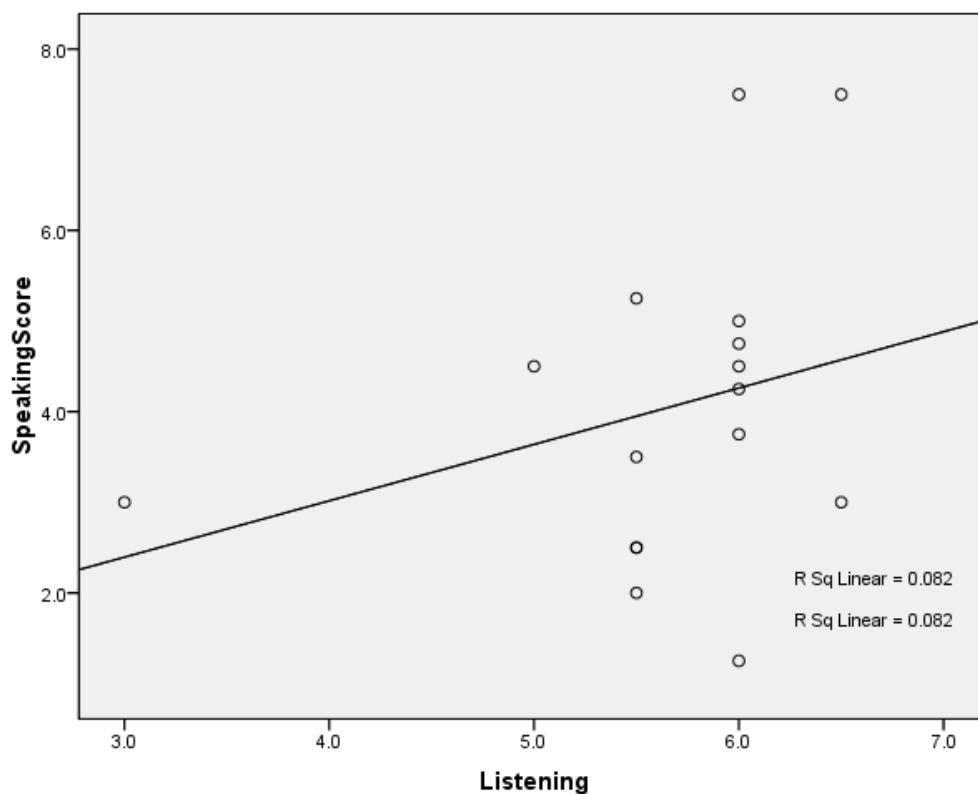
1. Correlation Between Listening Comprehension and Speaking Score

Correlations		Listening	SpeakingScore
Listening	Pearson Correlation	1	.286
	Sig. (2-tailed)		.282
	Sum of Squares and Cross-products	9.859	6.133
	Covariance	.657	.409
	N	16	16
SpeakingScore	Pearson Correlation	.286	1
	Sig. (2-tailed)	.282	
	Sum of Squares and Cross-products	6.133	46.527
	Covariance	.409	3.102
	N	16	16

Based on SPSS 16.0 statistic program calculation, from the table above can be seen that between listening comprehension (X_1) and speaking ability (Y) significance value = $0.282 > 0.05$ which means there is no significant correlation. If based on the SPSS star from the above output it is known that the Pearson Correlation value associated between each variable does not have an asterisk, this means there is no significant correlation between the associated variables.

Figure 4.9

The Scatter Plot Correlation Between Listening Comprehension and Speaking Score



2. The Correlation Between Structure and Written Expression and Speaking Score

Correlations

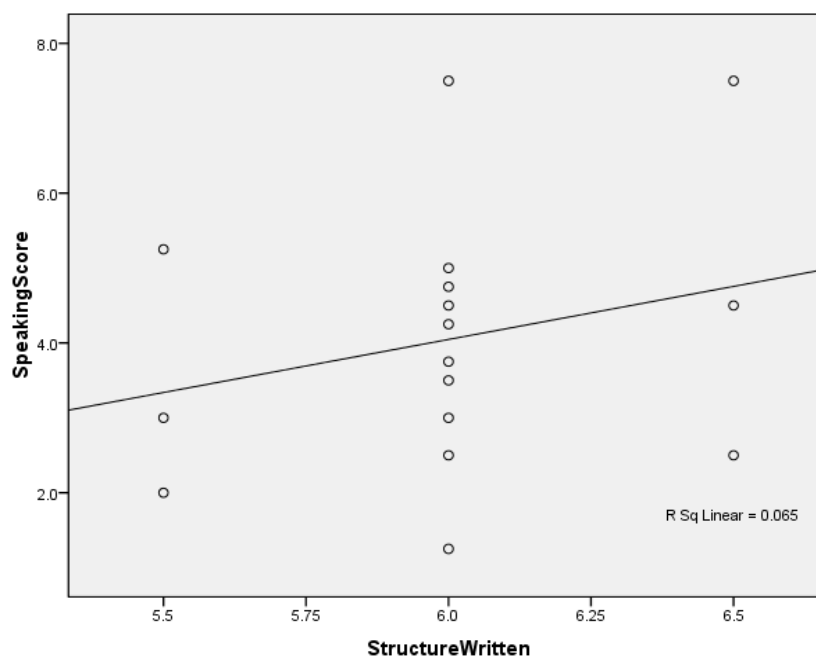
		StructureWritten	SpeakingScore
StructureWritten	Pearson Correlation	1	.254
	Sig. (2-tailed)		.342
	Sum of Squares and Cross-products	1.500	2.125
	Covariance	.100	.142
	N	16	16
SpeakingScore	Pearson Correlation	.254	1
	Sig. (2-tailed)	.342	

Sum of Squares and Cross-products	2.125	46.527
Covariance	.142	3.102
N	16	16

Based on SPSS 16.0 statistic program calculation, from the table above can be seen that between structure and written expression (X_2) and speaking ability (Y) significance value = $0.342 > 0.05$ which means there is no significant correlation. If based on the SPSS star from the above output it is known that the Pearson Correlation value associated between each variable does not have an asterisk, this means there is no significant correlation between the associated variables.

Figure 4.10

The Scatter Plot Correlation Between Structure Written Expression and Speaking Score



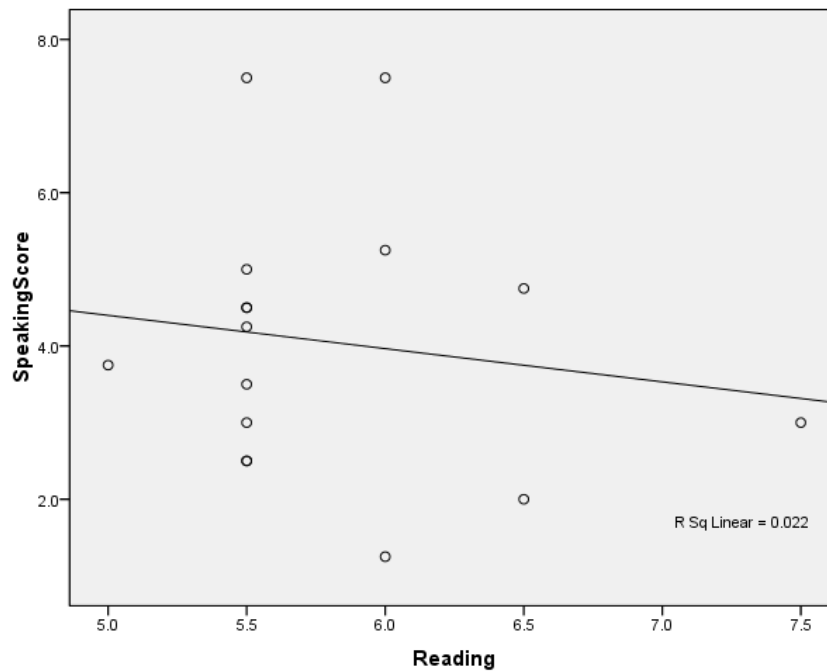
3. The Correlation Between Reading Comprehension and Speaking Score

Correlations		Reading	SpeakingScore
Reading	Pearson Correlation	1	-.148
	Sig. (2-tailed)		.584
	Sum of Squares and Cross-products	5.438	-2.359
	Covariance	.362	-.157
	N	16	16
SpeakingScore	Pearson Correlation	-.148	1
	Sig. (2-tailed)	.584	
	Sum of Squares and Cross-products	-2.359	46.527
	Covariance	-.157	3.102
	N	16	16

Based on SPSS 16.0 statistic program calculation, from the table above can be seen that between reading comprehension (X_3) and speaking ability (Y) significance value = $0.584 > 0.05$ which means there is no significant correlation. If based on the SPSS star from the above output it is known that the Pearson Correlation value associated between each variable does not have an asterisk, this means there is no significant correlation between the associated variables.

Figure 4.11

The Scatter Plot Correlation Between Reading Comprehension and Speaking Score



4. The Correlation Between TOEFL Score (Listening Comprehension, Structure and Written Expression, Reading Comprehension) and Speaking Score

The researcher used formula multiple correlation as follow :

$$R_{x1.x2.y} = \sqrt{\frac{r^2_{x1.y} + r^2_{x2.y} - 2(r_{x1.y})(r_{x2.y})(r_{x1.x2})}{1 - r^2_{x1.x2}}}$$

$$R_{x1.x2.y} = \sqrt{\frac{0,079 + 0,117 - 2(0,282)(0,342)(0,584)}{1 - 0,341}}$$

$$= \sqrt{\frac{0,196 - 0,113}{0,659}}$$

$$= \sqrt{\frac{0,083}{0,659}}$$

$$= \sqrt{0,126}$$

$$= 0,355$$

Next the researcher measure the MDC (Multiple Correlation Determinant) after getting multiple correlation coefficient .

$$\text{MDC} = R_{X_1 X_2 Y} \times 100\%$$

$$\text{MDC} = 0,355^2 \times 100\%$$

$$\text{MDC} = 12,6 \%$$

After using manual calculation, the researcher also used SPSS 16.0 program to find the F_{observed} that can be seen in the table below

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.151	3	2.717	.850	.493 ^a
	Residual	38.376	12	3.198		
	Total	46.527	15			

a. Predictors: (Constant), Reading, StructureWritten, Listening

b. Dependent Variable: SpeakingScore

From the table above, it can be seen that the result of F_{value} was 0,850. Next the researcher also find the F_{table} using formula :

$$df1 = k - 1 = 4 - 1 = 3$$

$$df2 = n - k = 16 - 3 = 13$$

Where :

df1 : Degree of Freedom 1

df2 : Degree of Freedom 2

k : Total Variables

n : Total of Sample

So the F table at $df_1 = 3$, and the $df_2 = 13$. After checking at the F_{table} , the score of F_{table} was 3,41. After that, the researcher compared the $F_{observe}$ and the F_{table} . The value $F_{observe}$ was greater than F_{table} ($0,850 < 3,41$). It meant that the Null hypothesis (H_o) is accepted and the Alternative Hypothesis (H_a) was rejected. There was no significant correlation among TOEFL score (listening comprehension, structure and written expression, reading comprehension) and speaking ability.

G. Discussion

Based on the result of one sample test Kolmogorov-Sminrov, it showed that the data points spread closely and draw a straight line from the left bottom to the right up corner. It meant the data of listening comprehension, structure and written expression, reading comprehension and speaking score had a linear association. As the result, the data in the present study can be analyzed using parametric statistic especially multiple correlation because the variables more than one.

1. The correlation between Listening Comprehension and Speaking Score

Based on the result of used SPSS 16.0 program it was indicated that listening comprehension does not give contribution to speaking ability, it meant that every improvement of listening comprehension will

not be followed by the improvement of speaking ability. In other word, the better students' listening comprehension then they will not also be better in speaking ability. In this case there was no significant correlation between listening comprehension and speaking ability that r_{observe} greater than r_{table} . ($0,286 > 0,05$)

2. The correlation between Structure and Written Expression and Speaking Score

Based on the result of used SPSS 16.0 program it was indicates that structure and written expression does not give contribution to speaking ability, it meant that every improvement of structure and written expression will not be followed by the improvement of speaking ability. In other word, the better students' structure and written expression score then they will not always also be better in speaking ability. In this case there was in this case there was no significant correlation that r_{observe} greater than r_{table} . ($0,254 > 0,05$)

3. The correlation between Reading Comprehension and Speaking Score

Based on the result of used SPSS 16.0 program it was indicates that reading comprehension does not give contribution to speaking ability, it meant that every improvement of reading comprehension will not also be followed by the improvement speaking ability. In other word, the better students' reading comprehension then they would be better in speaking score. In this case there was In this case there was no significant correlation that r_{observe} greater than r_{table} . ($0,148 > 0,05$)

4. Correlation between TOEFL Score (Listening Comprehension, Structure and Written Expression and Reading Comprehension) and Speaking Ability

Based on the analyses, Listening Comprehension and Speaking ability, Structure and Written Expression and Speaking ability, also Reading Comprehension and Speaking ability. It can be seen that they were not have correlation to students' speaking ability. It meant that whether or not students' got higher score in Listening Comprehension, Structure and Written Expression or Reading Comprehension, it will not influence to students' speaking ability.

The result showed that the value F_{observe} was greater than F_{table} ($0,850 < 3,41$). It meant that the Null hypothesis (H_0) was accepted and the Alternative Hypothesis (H_a) was rejected. It can be assumed that there was no significant correlation between TOEFL score (listening comprehension, structure and written expression, reading comprehension) and speaking ability

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter consists of conclusion and suggestion of the study. The researcher explains about the conclusion of the study and some suggestion in order to the future researcher better than this study.

A. Conclusion

Based on the calculating using SPSS 16.0 program regression linear and the tes, the result showed :

1. There was no significant correlation between TOEFL score and speaking ability of EFL students of English Education Study Program Academic Year 2012 in IAIN Palangka Raya. After gaining the significant values of correlation coefficient (r) from each correlation (listening comprehension, structure and written expression, and reading comprehension) and speaking ability, it was known that the value of multiple correlation (r) was 0,355. It meant that there was no significant correlation. There are some factors which influenced this result, there are :
 - a. The limited number of sample.
 - b. The sample is taken based on TOEFL score that already pass. It will better to take the first students' TOEFL score.
 - c. Some samples had to try more than one test before pass the TOEFL score.
 - d. The difference test between TOEFL and IELTS.

2. Based on the calculation of Multiple Determination Coefficient, it was gained that the listening comprehension, structure and written expression, and reading comprehension 12,6 % and the rest is other variables.
3. After testing the F_{value} using F_{test} , it was gained that the value of F_{observe} was 0,850. Meanwhile the value F_{table} was 3,41. Based on the value of F_{observe} and F_{table} , the value of F_{observe} was greater than the value of F_{table} ($0,850 > 3,41$), the null hypothesis (H_0) stating that there is no significant it meant (H_0) was accepted and the alternative hypothesis (H_a) stating that there is significance correlation it meant (H_a) was rejected. Event there is no correlation between TOEFL score, the result of the study showed that the ability of students' speaking score was in **Intermediate Level**.
4. In this study, the researcher made the categorization interval of correlation power. So it can be concluded that this research ($r = 0.355$) there was low correlation between variable TOEFL Score (X) and variable speaking ability (Y). See the table below :

Table 4.9

Interpretation of Orientation (Sudijono, 2007:193)

The Amount of "r" Product Moment	Interpretation
00,0-0,20	There is correlation between variable X and Y, yet is very low so that it is regarded there is no correlation.

0,20-0,40	There is low correlation between variable X and variable Y.
0,40-0,70	There is average correlation between variable X and variable Y.
0,70-0,90	There is high/strong correlation between variable X and variable Y.
0,90-1,00	There is very high/strong correlation between variable X and variable Y.

Based on the table above which is reinforced by Sudijono (2007, p.193) that 0.20-0.40 indicates there is a low correlation between variable X and variable Y.

The result of this study is in line with Akhmad Kasan Gupron, in his study under the title *The correlation between speaking ability and TOEFL score of cadets in Sekolah Tinggi Ilmu Pelayaran (STIP) Jakarta*. This research showed that there was low positive correlation between speaking ability and TOEFL score. The correlation coefficient was therefore, he concluded that there are other factors influence TOEFL score. They are readiness, experience, and strategy.

B. Suggestion

According to the conclusion in the result of study, the writer would like to propose some suggestions for the students, teachers and the future researcher as follow :

1. For the Students

The students are expected to search a lot informations about English Proficiency Levels. The writer also expects that they can practice it in order to develop their English Level quality.

2. IAIN Palangka RAYA

The writer expects that in IAIN Palangka Raya can use other English Proficiency Levels such as TOEFL IBT or IELTS because PBT used at IAIN Palangka Raya does not have speaking section to test all English skill.

This study is also expected to be useful for determining the strategy in deciding English Proficiency Level test so IAIN Palangka RAYA has a clear understanding of the value of external tests in the assessment of a student's linguistic ability and academic capabilities.

The result of this study also remind us that the TOEFL is used to be the measurement of student's linguistic ability not only as one of the prerequisite to graduate from university. The results could contribute to institutions by providing a better understanding of the criteria under which students are admitted and not admitted.

3. UPT BAHASA IAIN Palangka Raya

The writer hope is that the study's results will assist UPT BAHASA that deal with students' proficiency level and admissions, to think about the relationships between English language proficiency scores and academic success (speaking ability). Trends or information found in the study could benefit in devising strategic plans for implementing TOEFL test.

4. For the other or next Researchers

The writer expects to the next researchers that the next researchers can use this study as references for their study in the future. If they want to continue this study, The writer has some suggestions, there are :

- a. Using stratified random sampling because it will shows the result of every strata wheter it low, midle or highl level.
- b. Taking the sample based on the student's first score at TOEFL test.
- c. Adding more sample, because the higher the sample the finding study will be generalized.
- d. Using case study research because it is valuable to investigate phenomena continously to di out the facts. The data also can be anallyzed both quantitative and qualitative study so the investigation and exploration of the data finding thoroughly and deeply.

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